DOCUMENT RESUME

ED 085 385 SP 007 568

TITLE	Personalized Performance-Based Teacher Education Program.
INSTITUTION	Gonzaga Univ., Spokane, Wash.
PUB DATE	Nov 73
NOTE	58p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Evaluation; *Individualized Instruction; *Performance Based Teacher Education; Performance Contracts; *Performance Criteria; Seminars; Teacher Improvement; Teacher Programs; Teacher Supervision
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

The Personalized Performance-Based Teacher Education Program is divided into three nominal phases. Entry and exit levels of competency and performance are identified at each phase. An educational advisor who will work with the teacher candidate throughout the entire program is also identified at entry. In each phase, students participate in a significant block of activity in area schools, as well as in competency-instruction sessions, individualized contract assignments, small-group seminars, and work with an advisor. These activities are interrelated, sequenced, and culminate in a full-time supervised teaching experience. Evaluation is achieved by various means. Each competency area is assessed. Teacher candidates and advisors collaborate in evaluation. Finally, the candidate constructs the model by which his supervised teaching will be evaluated. Goals for continued professional growth are specified at exit from the program. An overall aim in the program is to promote opportunity for the teacher candidate to move from involvement to deeper commitment to education. (Author/JA)

FILMED FROM BEST AVAILABLE COPY

ED 085385

Personalized Performance-Based Teacher Education Program

Gonzaga University
School of Education

16

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 007 568

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: Personalized Performance-Based Teacher Education

Institution: Gonzaga University

President: Richard E. Twohy, S.J.

Campus Public Information Officer: James B. Glynn

Faculty Member Responsible for Program: Dr. Jeanne Wardian
Dr. Kenneth A. Ames
Professor of Education, Director Teacher Education

Title of the Faculty Member: Dean, School of Education

Signature: Jeanne M Wardian
Kenneth A. Ames
DIRECTOR OF TEACHER EDUCATION

Title: Dean, School of Education Date: November 21, 1973

Given the suppositions that teacher preparation could be strengthened at Gonzaga University by emphasizing the development of explicit competency in teacher-candidates as well as by increasing the personal orientation to professional preparation, faculty, students, and area educators coliaborated in the formulation and implementation of the Personalized Performance-Based Teacher Education Program. The program is organized into three phases; entry and exit levels of competency and performance are identified at each phase. Also, identified at entry into the program is an education advisor who will be involved with the teacher-candidate in the entire preparation program.

In each phase of the program, students participate in competency-instruction sessions, individualized contract assignments, small group seminars, work with advisor, and a significant block of activity in area schools. These activities are inter-related, sequenced, and culminate in a full-time supervised teaching experience.

Evaluation is achieved by various means. Each competency area is assessed; teacher candidates and advisors collaborate in evaluation. And, finally, the candidate constructs the model by which supervised teaching will be evaluated. Goals for continued professional growth are specified at exit from the program. An over-all aim in the program is to promote opportunity for the teacher-candidate to move from involvement to a deeper commitment to education.

Program Summary

The Gonzaga University teacher preparation program is an attempt to incorporate development of high levels of performance with a strongly personalized character in professional development. Persons who enter Phase I of the program work with an education faculty advisor who remains in relationship with the student throughout all three segments of the program. The strong bond of the advisory relationship is seen as a vehicle essential to the development of attitudes, of communication skills and self-evaluation procedures.

The program consists of three phases, and although college credit is assigned, any person may move through the learning experiences associated with each of the phases at an individualized rate. The student participates in the design of various learning activities; the learning contract is a means by which mutual plans are formulated and serves as a base for much of the evaluation. There are entry and exit levels of competency to be demonstrated as a basis for movement from one phase to another.

In each phase of the program each person is placed in an area school for blocks of supervised activity. These learning activities are sequenced by degree of difficulty and in terms of their contiguous nature. The field work is closely related to on-campus competency instruction sessions and to regular small-group seminars.

The final point of summary to be noted is that as each person approaches full-time supervised teaching, he/she is supported, encouraged to design his/her own model for the evaluation of the supervised teaching, the plan then utilized. The value placed on considered self-evaluation is accompanied by

a final exit competency - the specification of continuing, post-graduate professional development targets.

Thus, the flow of the program is not only characterized by the emphasis on performance but also is aimed at deepening the level of professional commitment.

Development of Program

The State of Washington is a member of the Multi-State Consortium on Performance-Based Teacher Education. As a result of this association, the School of Education, Gonzaga University, in April, 1972, elected to seriously pursue the re-structuring of their teacher education program along Performance-Based criteria.

Basic premises to the Gonzaga University program for preparing teachers would continue to include the following points.

First, strengthening of the professional quality of teacher preparation will result from a program design built on a framework of explicit teacher knowledge, skills, attitudes, and dimensions of self development.

A second assumption is, simply, that professional preparation focusing on the four areas noted before is subject to a developmental process, e.g., that described and implemented in the program presented here.

Finally, a presupposition essential to the Gonzaga University program is the notion that involvement in education by persons wishing to teach can and should lead to commitment to the profession, and that this development is, indeed, a highly personal, individualized process.

It was decided by faculty in the School of Education and Gonzaga University administration, to bring in an individual possessing both experience and expertise in competency-based structural design and program development for a period of one year as a visiting professor.

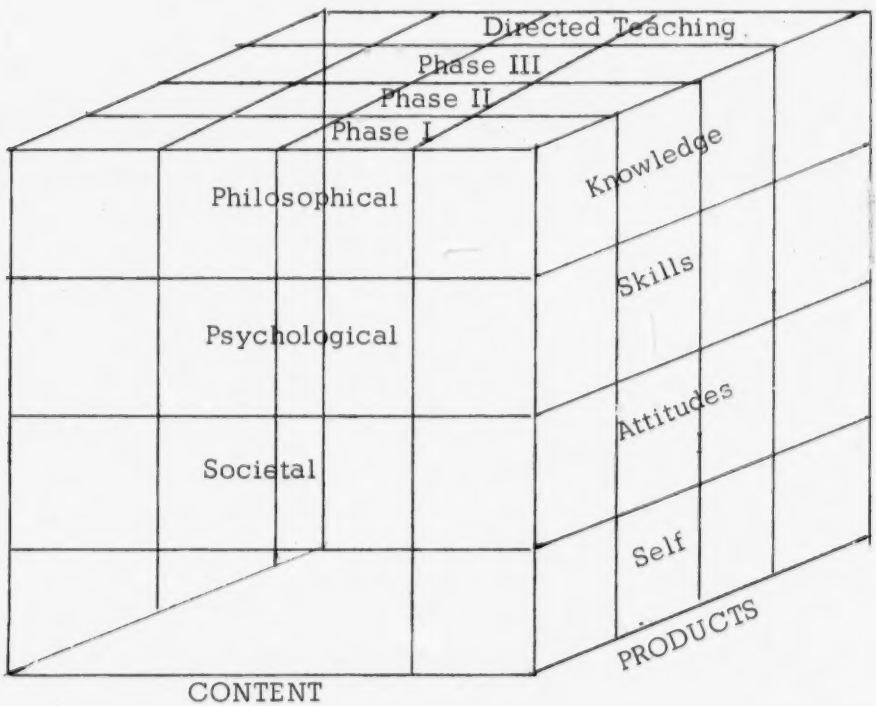
Dr. Richard Wolfe, Professor of Education at Bloomsburg State College, Bloomsburg, Pennsylvania, was selected. He became the catalytic agent for change in our faculty community. The Fall semester of 1972 was used, in part, to identify what was felt to be necessary and desirable skills for the pre-service training of a "successful" teacher. Involved in the initial identification process were a limited number of public school teachers, and principals as well as the University faculty. Then followed the task of prioritizing the skills which culminated in the actual writing of the competencies.

The School of Education faculty, with Dr. Wolfe's leadership, designed a model that could be used to accommodate the program (abstract enclosed).

GONZAGA UNIVERSITY
SCHOOL OF EDUCATION

AN ABSTRACT OF THE PERSONALIZED PERFORMANCE-BASED TEACHER EDUCATION PROGRAM

The primary purpose of professional teacher education is to prepare teachers who possess those specialized techniques, skills, and dispositions that will facilitate learning in an educational environment. The student entering the teacher education program will bring with him certain knowledges and skills which have been acquired in his liberal education program. To further develop these knowledges and skills and to interrelate them with specific teaching skills, the School of Education has designed the following conceptual model for its revised program.



CONCEPTUAL MODEL

Prior to entering the program, the student is encouraged to have at least a working vocabulary and knowledge of the basic theories in the fields of

sociology, psychology, and philosophy. Using this pre-requisite knowledge, the program will expand the student's learning into knowledges, skills, and attitudes vital to an in-service teacher. Since each student has majored in a specific academic field in which he has g[illegible] skills not only to study that field but to be able to analyze and interpret it to others, this program is designed to help the student to discover the methodology essential to facilitating learning in this field by others.

A sequence paradigm is presented on the following page as a means of graphically illustrating the student's progression through the program. At the point of entrance prior to Phase I, the student will have to demonstrate that he can perform the following:

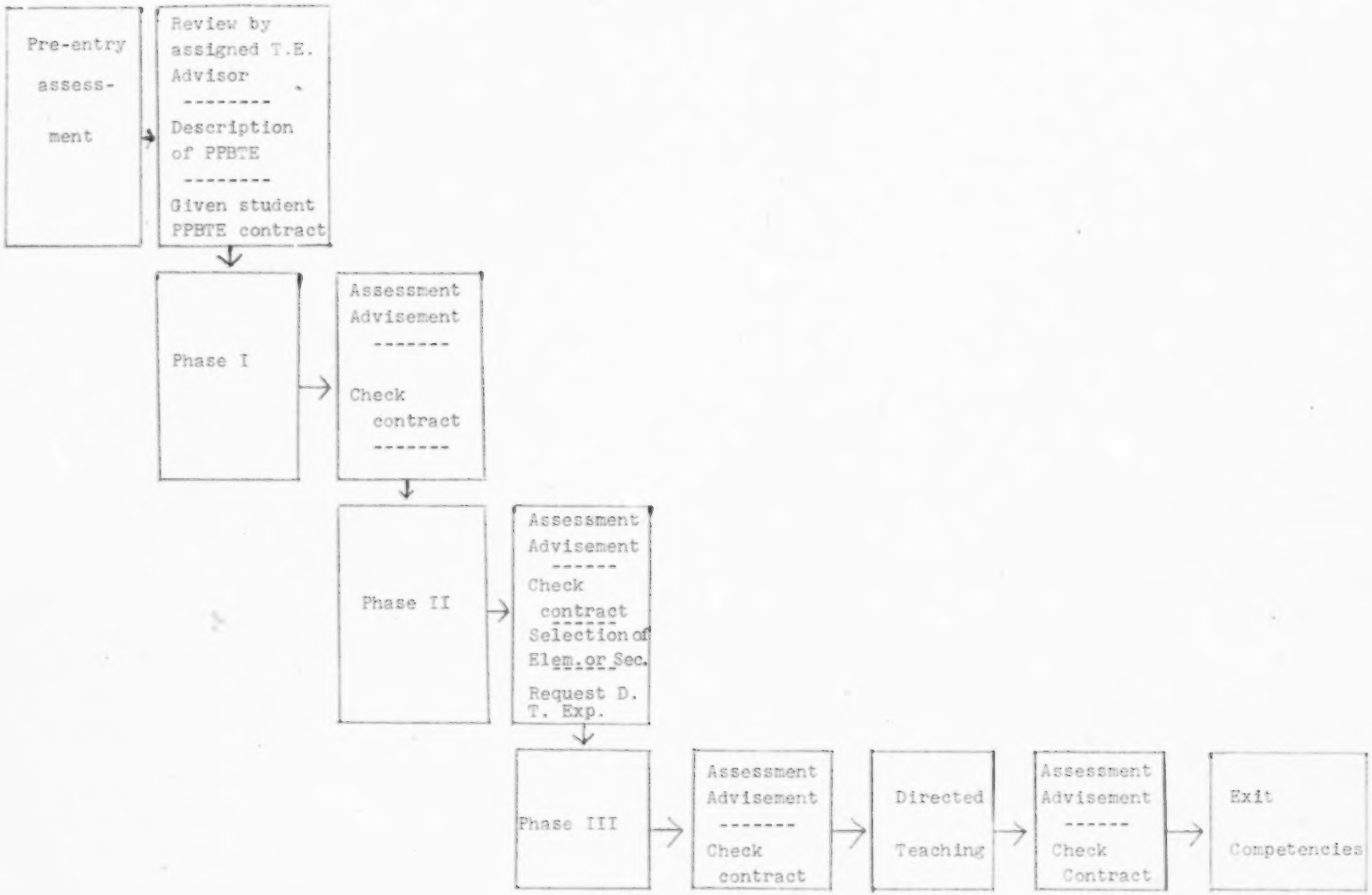
(1) to have a subject matter knowledge which has been demonstrated by a 2.3 cumulative average.

(2) to obtain a letter of recommendation from a faculty member in his field of study.

(3) to complete introductory courses in sociology and philosophy prior to Phase I and psychology prior to Phase II.

Upon the completion of the pre-entry criteria, the student will be assigned a Teacher Education Advisor with whom he will remain throughout the three (3) phases of the program. At this time the Teacher Education Advisor will describe the program to the student and negotiate the contract for Phase I. The contract for Phase I is shown on Page 4.

Similar contracts with different tasks will be negotiated at the beginning of the two remaining phases.



SEQUENCE PARADIGM

PERSONALIZED PERFORMANCE-BASED
TEACHER EDUCATION

CONTRACT

PHASE I

Student's Name_____

Area of Certification_____

Teacher Education Advisor_____

I have agreed to the completion of the following tasks during Phase I of PPBTE in consultation with my teacher education advisor:

TASKS	Date of Completion
1. Minimal competencies of Phase I	
A. Supplemental -	
2. Written statement of my philosophy of education (one page, typewritten)	
3. Two (2) scheduled phase conferences with teacher education advisor.	
4. In-School Experience including task sheet.	

cc: Student
Teacher Education Advisor

The Teacher Education Advisor will be responsible for meeting with his advisees at least three (3) times during each phase to assess with the student his progress within the program. In Phase III the same advisor will supervise the student-teaching experience.

The program has been developed into phases in which learning based on the content dimension of the conceptual model is sequential as illustrated by the following set of competencies:

	PHASE I	PHASE II	PHASE III
Performance Based Competency	To describe the methodology which has been developed from the various schools of philosophical thought - realism, idealism, pragmatism, and existentialism.	Given a list of the following teaching strategies - Inquiry, Discovery, Programmed Instruction, Project learning, to define each by writing the psychological base from which each was developed.	Given a list of teaching strategies, to select the strategy which is most appropriate for the content and students involved and execute that strategy.

Development of competencies within each phase is field-centered and these field experiences develop in a sequential design similar to the above illustrated competencies. For example, in -

Phase I - the student must show evidence from the in-school experience that he can analyze the philosophical assumptions which the teacher has made prior to a particular lesson.

Phase II - the student will review curriculum materials which apply the teaching strategies of inquiry, discovery, programmed instruction, and project learning.

Phase III - the student will plan and teach a lesson under the guidance of his/her supervising teacher.

Instruction in each phase is in a modular form where a set of learning activities (with objectives, pre-assessment, instructional activities, and post-

assessments) has been developed to facilitate the student's achievement of each competency.

Performance Based Competency	Method of Assessment	Method of Instruction
To write a test with at least three (3) different types of questions free of technical flaws.	Diagnostic test with keyed technical flaws.	Learning activity packet with worksheets and suggestions.

Since presenting the model (shown on page 1) this program abstract has dealt with each one of the integral parts of the model except self development. To facilitate self development, the student will be accountable for his own progress and will evaluate his achievement of each competency with an instructor and also with his Teacher Education Advisor. Meanwhile throughout the three (3) phases the student will be articulating his attitudes concerning philosophical and psychological nature of learning by writing and revising his opinions and discussing them with his Teacher Education Advisor. In Phase III the student will assimilate all of his knowledges, skills, and attitudes about the philosophical, psychological, societal, and instructional aspects of education by developing his own evaluation instrument to be used in student teaching. The student's ability to perform this task is the critical means of evaluating not only his achievement of the program competencies but also the effectiveness of the program.

Upon approval of the School of Education and the University Administration, the Personalized Performance-Based Teacher Education Program was implemented for the Spring semester, 1973.

The following information details the faculty/student involvement:

1. Phase I - Matrix of Competencies and Assessments
2. Phase II - Matrix of Competencies and Assessments
3. Phase III - Matrix of Competencies and Assessments

   Elementary and Secondary
4. Evaluation Forms:
   a. Instructional Analysis forms
   b. Teacher Effectiveness Evaluation forms
   c. Student developed evaluation forms (2 forms chosen at random)
5. Time Allocations in PPBTE

   Faculty loads - Fall Semester 1973
6. Budget - Teacher Education - 1973-74
7. Projected Budget Modifications - 1974-75

	PERFORMANCE BY COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
1, 2	Demonstrate adequate knowledge of basic philosophical positions relative to education (including differing views of nature of man, human values, nature of reality, e.g., man's environment).	Sept. 11 - 10-11 a.m. Sept. 13 - 9-11 (Minimal)	Ames		
3.	Demonstrate ability to describe the relationship between philosophical foundations and a selection of instructional methods.	Sept. 11 - 10-11 Sept. 13 - 9-11 (Minimal)	Ames		
4.	To identify the two major professional organizations (NEA-AFT), to describe their basic positions on teaching as a profession, and to compare the benefits of membership in either of these.	Sept. 6 - 10-11 Sept. 20 - 9-11 (Minimal)	Moll		
5.	To read the code of professional ethics of the NEA and to react in an open discussion with an individual opinion on each area.	Sept. 6 - 10-11 Sept. 20 - 9-11 (Minimal)	Moll		
6.	To define cross-age peer-helping procedures, to identify the key educators in this field, and to describe the major functions of teacher when participating in a cross-age program.	Nov. 15 - 10-11 (Supplemental)	Hollar		
7.	Given a list of suggested books in the area of "children's literature", to select and read six (6) picture books and two (2) books of three authors. You will verify the selections by author and title checklist. Be sure to [illegible] you.	Sept. 25 - 10-11 Oct. 2 - 10-11 (Minimal)	Carr		

PHASE I

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
8.	To recognize and identify through paper and pencil forms the basic principles of phonic and structural analysis for word recognition skills. Use Hull's programmed text, Phonics for the Teacher of Reading. Apply by constructing a mini-lesson plan on a word recognition skill.	Oct. 9 10-11 Oct. 16 10-11 (Minimal)	Carr		
9.	To construct five (5) educational goals and then restate each in specific behavioral objectives.	Sept. 27 9-11 Oct. 4 9-11 Oct. 11 9-11 (Minimal)	Ziarko		
10.	To write two (2) educational goals, two (2) cognitive objectives, and two (2) affective objectives, using subject material of own choosing.	See #9 (Minimal)	Ziarko		
11.	From a given behavioral objective (Taxonomy), to select the means of evaluation and write a measurement device which will provide the essential feed-back for the evaluation.	See #9 (Minimal)	Ziarko		
12.	From a given behavioral objective (Taxonomy), to design a learning activity to achieve the objective.	See #9 (Minimal)	Ziarko		
13.	Given the Taxonomy, to write two (2) behavioral objectives for each of the six levels which will include the three essential elements - an action verb, standards for deviation, and conditions for the behavior.	See #9 (Minimal)	Ziarko		
14.	Using the three classifications of objectives - discrimination, verbal, and motor performance, write one behavioral objective illustrating each	See #9 (Minimal)	Ziarko		

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
15.	Using the three behavioral objectives written in competency 14, write a Criterion test item for each that measures the behavioral requirement stated in the objective.	Sept. 27 9-11 Oct. 4 9-11 Oct. 11 9-11 (Minimal)	Ziarko		
16.	Given the Taxonomy of Educational Objectives for the Cognitive Domain, with specific behavioral objectives indicated at each level, write a criterion test item for one of the objectives listed for each of the levels.	See #15 (Minimal)	Ziarko		
17.	From a general description of a course syllabus of your own choosing, write specific behavioral objectives which include the three (3) essential elements.	See #15 (Minimal)	Ziarko		
18.	To identify the basic skills of "effective questioning" and teach a 5-minute videotaped micro lesson using these skills.	Oct. 25 - film 10-11 Nov. 1 - Group A Nov. 8 - Group B Nov. 15 - Group C (Minimal)	Gaudette/Ziarko		
19.	To use interactive techniques such as value-voting, Q-sorting, open-ended statements, and critical incidence in clarifying and analyzing the value structure of a group of students.	Oct. 25 9-11 (Minimal)	Ziarko		
20.	Through in-class observations of students' mal-behavior, to develop a personal set of principles to guide your teacher behavior based on philosophical assumptions and psychological principles.	Oct. 30 10-11 (Minimal)	Ziarko		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE 1

	PERFORMANCE BASED COMPETENCY	SCHEDULE		INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
21.	Given the following organizational patterns in schools today - team teaching, nongradedness, modular scheduling, open education, open-space schools, middle schools, age and ability grouping - to identify each of these by definition and characteristics, to describe the philosophical and psychological principles underlying each, and to analyze them in terms of your own teaching style.	Nov. 6 Dec. 4 Dec. 11 (Minimal)	10-11 10-11 10-11	Moll		
22.	Given Flander's Interaction Analysis System, to develop the data for an analysis matrix and to describe in writing the types of teacher behavior profiled by this matrix.	Nov. 29 (Minimal)	9-11	Moll		
23.	Given Flander's Interactional Analysis System and a micro-teaching lesson, to develop an analysis matrix for your lesson based on the video-taping of the lesson. To describe your teaching behavior from the profile and to plan and implement modification of behavior in the next micro-lesson.	Nov. 29 (Minimal)	9-11	Moll		
24.	Given the titles of one of each of the types of standardized tests - achievement, aptitude, and intelligence - to check resource information about each and to describe how and when each would be used.	Dec. 6 (Minimal)	9-11	Ziarko		
25.	Given data from achievement, aptitude and intelligence tests about a selected group of students, to decide the predictive validity of each test in terms of the type of information it provides.	Dec. 6 (Minimal)	9-11	Ziarko		

	PERFORMANCE BASED COMPETENCY	SCHEDULE		INSTRUCTOR	PRACTICE ASSESSMENT	TEACHER ADVISOR ASSESSMENT
26.	Can describe and define functions in major services included in usual school guidance program.	Nov. 15	10-12 (Minimal)	Ames		
27.	From the viewing of the film "No Reason to Stay", to describe the attitudes of an adolescent toward an impersonal school. To develop an attitude of how you would relate to a turned-off student.	Nov. 1	9-11 (Minimal)	Wardian		
28.	Can demonstrate basic communication techniques for facilitating parent/teacher conferences.	Dec. 13	9-11 .(Supplementary)	Ames		
29.	Given a list of possible student rights, to identify those which are legally established and those which would be socially convenient. From this, to write a statement of your personal feelings regarding student rights.	Nov. 8	10-11 (Supplementary)	Moll		
30.	Through the teacher aid experience, to idenitfy in writing the philosophical assumptions which the in-service teacher made before teaching the lesson.			TEA		
31.	Through the teaching aid experience, to observe the role of the teacher in classroom setting and informal educational activities.			TEA		
32.	Given a number of housekeeping and asministrative tasks which an in-service teacher has to perform, to arrange them in a priority listing of importance.			TEA		

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
33.	By observing a classroom setting, to recognize and describe the various attending behavior patterns of the grade-level group. (For example - sleeping, day-dreaming, no role assignment, doodling)		TEA		
34.	During the teacher assistent experience, to be involved in the extra-curricular program of the assigned school in whatever area you have interest and/or talents.	(Supplemental)	TEA		
35.	To develop and articulate a personal position in reference to the psychological principles essential to learning in a written form.		TEA		
36.	From all the professional journals, to select at least three (3) different ones for reading each month. Evidence of this should be sent to the advisor. Selection should be noted!!		TEA		
37.	In consultation with your advisor, to select and read several books and report your findings.		TEA		
38.	Through the study of the various schools of philosophical thought, to develop and articulate a personal philosophy of education in a written form.		TEA		
39.	To demonstrate a level of commitment to the profession by involvement in professional organizations - P.T.A. activity, faculty meetings, and other allied activities. Any one is sufficient.		TEA		

MA TX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
1.	Given the three selected learning theories- behavioral, stage, and humanistic, to identify the methodology developed from each, to describe how this method would be performed in the classroom, and to demonstrate in a 5-minute lesson one of the basic assumptions of each method.	Sept. 6,11 1-2 p.m. Sept. 20 1-4 Sept.25,Oct.9 1-2 Oct. 18 1-4 Oct.23,Nov.6 1-2 Nov. 15 1-4 Nov. 27,29 1-2 (Minimal)	Wardian		
2.	Given the three selected learning theories- behavioral, stage, and humanistic, to identify and describe each by writing a statement concerning the nature of man, the conditions of learning, and means of assessment.	See #1 (Minimal)	Wardian		
3.	Given a list and definition of the following teaching strategies - Inquiry, Discovery, Programmed Instruction, Project learning, Taba and Advance Organizer by Ausubul, to work in small groups to do an in-depth study.	Sept. 6 2-3 Sept. 27 2-4 Oct. 23 2-4 Nov. 6 2-4 (Minimal)	Moll		
4(a)	Observe two reading classes at grade level placement, emphasizing 1) developmental reading, 2) functional reading. Rate each with a performance checklist. Review in seminar.	Sept. 11 2-3 Sept. 18 2-3 Sept. 25 2-3 (Minimal)	Carr		
4(b)		Sept. 11 2-3 Sept. 18 2-3 Sept. 25 2-3 (Minimal)			

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
5.	To compare and contrast these major approaches to reading instruction: a. basal b. programmed c. individualized d. language-experience e. i.t.a. f. linguistics g. independent reading lab	Oct. 30 2-3 Nov. 27 2-3 (Minimal)	Gaudette		
6.	Behavioral Objectives To write two (2) educational goals, two (2) cognitive objectives, and two (2) affective objectives, using subject material of own choosing. From a given behavioral objective (taxonomy), to select the means of evaluation and write a measurement device which will provide the essential feed-back for the evaluation.	Sept. 18 3-4 Oct. 2 1-2 (Minimal)	Ziarko		
7.	Given all the types of grading procedures, to select one (1) and analyze a frequency distribution based on that procedure.	Oct. 2 2-3 Oct. 11,16 1-4 Oct. 30 1-2 (Minimal)	Ziarko		
8.	Given a set of behavioral objectives and a group of in-school students, to construct and administer a test.	See #7 (Minimal)	Ziarko		
9.	Given a set of raw test scores, to compute a frequency distribution, median, mode, mean and standard deviation.	See #7	Ziarko		
10.	Given a terminal behavior objective, to determine the best test question to be used to evaluate the terminal behavior and state your reason for this selection.	See #7 (Minimal)	Ziarko		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
11.	Given the statistical data from five test questions, to compute the item analysis and analyze the indices as to the effectiveness of the questions.	Oct. 2 2-3 Oct. 11,16 1-4 Oct. 30 1-2 (Minimal)	Ziarko		
12.	To analyze a test question, to find the technical flaws, and to identify the reasons for the flaws.	See #11 (Minimal)	Ziarko		
13.	To identify the definition for the terms, reliability, validity, usefulness, and objectivity.	See #11 (Minimal)	Ziarko		
14.	Given explanation and demonstration of techniques for oral reading to children and youth, experiment with literature selections. Elementary: As teacher to students. a) 3-5 poems b) one folk or fairy tale c) a cutting from a fiction book Secondary: As students involved in a reader's theater situation or an applicable manner for secondary level. Elementary: (Optional) Arrange to give a selection in in-school classroom.	Nov. 1 2-4 Nov. 8 2-4 (Minimal)	Carr		
15.	Given the characteristics of a positive classroom climate by means of an instructional film in which a class control problem has occurred, to discuss, devise and evaluate a set of alternatives for the immediate and long range of resolving the situation.	Oct. 9 2-4 (Minimal)	Hollar		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
16.	Given the following organizational patterns in schools today, team teaching, nongradedness, modular scheduling, open education, open-space schools, middle schools, age and ability grouping, to identify each of these by definition and characteristics, to describe the philosophical and psychological principles underlying each and to analyze them in terms of your own teaching style.	Nov. 1,8 1-2 p.m. Dec. 4,6 2-4 (Minimal)	Moll		
17.	By involvement in a group discussion, to identify the various roles played by participants and to develop and analyze a sociogram of the interpersonal relationships among the members.	Sept. 6 1-2 Sept. 27 2-4 Oct. 23 2-4 Nov. 6,29 2-4 (Minimal)	Moll		
18.	By participating in a group discussion, to listen and observe the process so that at the completion of the discussion you can describe the process in behavioral terms.	See #17 (Minimal)	Moll		
19.	By interacting with a group of peer-level students, to lead a discussion so that at the end all members have agreed that the conclusions are mutually satisfactory.	See # 17 (Minimal)	Moll		
20.	Through in-class observations of students mal-behavior, to develop a personal set of principles to guide your teacher behavior based on philosophical assumptions and psychological principles.	Nov. 13 1-2 Dec. 4 1-2 (Minimal)	Ziarko		
21.	To identify the basic skills of "effective questioning" and teach a 5 minute videotaped micro lesson using these skills.	Sept. 6 3-4 Sept. 13 1-4 Oct. 4 1-4 (Minimal)	Gaudette		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
22.	Attend a demonstration of educational materials and activities designed for increasing student participation. Assemble a collection of 8 games or activities on 4x6 cards, for seminar discussion. Select according to grade level interest.	Nov. 13 2-4 Dec. 11 2-4 (Minimal)	Carr		
23	(a) The student will identify and describe the basic reading skills and organize hypothetical class into reading groups and state the steps of a reading lesson using the different skills.	Sept. 11 3-4 Sept. 18 1-2 Sept. 27 1-2 Oct. 2 3-5 (Minimal)	Gaudette		
23	(b)	Same as #23(a)			
24.	Using information from instructional sessions in the area of reading readiness, and utilizing informational resources, develop three (3) lesson plans focusing on one of each of the areas of: (a) auditory discrimination and memory span (b) visual discrimination and memory span (c) visual perception and/or hand-eye coordination	Dec. 6 1-2 Dec. 11 1-2 (Minimal)	Gaudette		
25 (a	To identify and use the basic skills of leading a group in creative dramatics.	Dec. 13 1-4 (Minimal)	Gaudette		
26 (b		Dec. 13 1-4 (Minimal)	Carr		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
27.	Given a three-hour guided tour of the facilities of the public library/school district library, to work with reference tools basic for student use and/or teacher resource information. (Two groups - A and B)	Gp. A - Oct. 4 1-4 Gp. B - Sept.12 1-4	Dept		
28.	To describe and assess in written form the collective attitude or climate within a group of students such as boredom, interest, perplexity and hostility.		TEA		
29.	By observing a classroom setting, to recognize and describe the various behavior patterns for the grade-level group. (For example, sleeping, daydreaming, no role assignment, doodling)		TEA		
30.	During the teacher assistant experience, to be involved in the extra-curricular program of the assigned school in whatever area you have interest and/or talent.		TEA		
31.	Given a bibliography of selected books, to read at least 3-5 of these and report your findings to your teacher education supervisor.		TEA		
32.	Through the study of the various schools of philosophical thoughts, to develop and articulate a personal philosophy of education in a written form.		TEA		
33.	To develop and articulate a personal position in reference to the psychological principles essential to learning in a written form.		TEA		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE II

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
34.	From all the professional journals, to select at least three (3) different ones for each phase, state reason for selection and read them on a regular and continuing basis.		TBA		
35.	To observe a classroom setting and then write the specific behavioral objectives for the lesson you have observed.		TBA		
36.	Given the in-school experiences of Phase I and Phase II, to articulate why you have selected a particular area of certification-secondary or elementary.		TBA		
37.	To assess and describe a classroom situation in terms of the stage, behavioral, and humanistic theories of learning.		TBA		
38.	To demonstrate a level of commitment to the profession by involvement in professional organizations related to your specific field and general professional group.		TBA		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
1.	To develop an individual learning packet based on the guidelines and criteria established for this type of instruction.	Sept. 17 1-3 Oct. 1,15 1-3 (Minimal)	Ziarko		
2.	Given a basic model for an elementary social studies and/or science unit, to design and teach a unit of study for a selected grade level. Includes reading, language arts, physical education, art, music, drama, literature, and creative writing.	Sept. 17,24 9-11 Oct. 1,8 9-11 Oct. 11,15 11-12 (Minimal)	Hollar		
3.	Given a demonstration of various teaching materials from a wide variety of sources including a typical elementary curriculum guide, to collect materials from community sources and demonstrate.	Sept. 14 9-11 Oct. 5,12,19 9-11 (Minimal)	Ziarko		
4.	Given a set of instructional games, to analyze the objectives for each and select the most appropriate one for the specific instructional setting.	Sept. 21,28 9-11 (Minimal)	Ziarko		
5.	To design and write a lesson plan based on the criteria of behavioral objectives. Available resources - learning activities and evaluation instruments.	Sept. 10, 13,18 1-3 (Minimal)	Hollar		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE		INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
13,14,15,16	To identify and select methods of teaching the basic reading skills through video tapes, audio tapes, books, kits, games and activities.. To correctly write three reading lesson plans and do simulated teaching. Construct 3 reading activities.	Sept. 11 Sept. 13 Sept. 18 Sept. 30 Sept. 25 Sept. 27 Oct. 2 Oct. 4	1-3 11-12 3-4 11-12 1-3 11-12 1-3 11-12 (Minimal)	Gaudette		
17.	To identify the basic skills of "effective questioning" and teach a 5-minute video-taped micro lesson using these skills. 1) film will be shown to all on Sept. 10 2) students will sign for micro-teaching sessions 3) advisors will view at least one session	Sept. 10	9-11	Gaudette/Ziarko		
18.	To operate the following educational media equipment with a minimum amount of ease: a. 16 mm motion picture projector b. 8 mm loop projector c. overhead projector d. opaque projector e. phonograph f. tape recorder g. filmstrip projector h. carousel projector i. slide projector j. spirit duplicator k. thermal copier	Sept. 13	9-11	Carr		
19.	To review all the textbooks available in the Curriculum Resources Center for your subject area/grade level and write a justification of why you would select one and eliminate others.	Sept. 10	3-4	Carr		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE		INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
20.	Given basic readings in writing and instructional materials, to develop and teach a lesson in narrative writing to a group of elementary school children.	Sept. 24 Sept. 27 Oct. 4	1-3 1-2 1-3 (Minimal)	Hollar		
21.	Through in-class observations of students' malbehavior, to develop a personal set of principles to guide your teacher behavior based on philosophical assumptions and psychological principles.	Sept. 17	11-12 (Minimal)	Ames		
22.	To develop your own definition of creativity and write a 1-2 page paper reflecting ways of encouraging creativity in the classroom. To devise your own unique means of conveying information to other students in a small group situation.	Sept. 21,28	11-12 (Minimal)	Carr		
23.	Given the record of specific reading groups' (within a particular classroom) scores in reading as measured by a standardized test, contrast the a. chronological age b. mental age c. intelligence score d. reading level by grade and month e. reading comprehension by grade, month, and percentile f. word recognition skill by grade, month and percentile g. speed with reference to grouping of children by "ability."	Oct. 8	1-2 (Minimal)	Carr		
24.		Sept. 20 Sept. 27	1-3 2-4 (Minimal)	Carr		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
25.	Given the input of a video-tape demonstration of the Informal Reading Inventory technique, to assess a child's reading performance, and practice with supervision in reading a child's reading, administer an IRI to a particular child in two (2) or (3) scheduled sittings, using the components of: a. Informal Interest Inventory b. vocabulary placement lists c. paragraphs d. skill tests e. Error Summary Sheet and General Summary f. specific recommendation for immediate work with child using professional journals. Summarize experience in conference with instructor.	Oct. 9,11 1-2 Oct. 16 1-3 (Minimal)	Carr		
26.	Given the Zaner-Bloser handwriting packet and instructor input, to demonstrate in written form cusine and manuscript writing.	Oct. 1,2 3-4 Oct. 4 4-5 (Minimal)	Carr		
27.	To identify the procedures and steps essential to making a referral of a student to a school counselor.	Oct. 15,16 3-4 (Minimal)	Ames		
28.	Develop a weekly time schedule for a chosen grade level and discuss basic classroom management, procedures, and ways to resolve classroom problems.	Oct. 16 9-10 (Minimal)	Gaudette		
29.	To construct at least two (2) different learning stations for any of the skill areas of mathematics, reading, science or social studies.	Sept. 25 3-4 Oct. 9 2-4 (Minimal)	Gaudette		
30.	To construct two (2) audio-tapes dealing with any two (2) of the four reading skills to be used in a listening center during the in-school experience.	Oct. 11 2-4 (Minimal)	Gaudette		

MATRIX COMPETENCIES AND ASSESSMENTS

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
31.	To complete (1) original orchestration including the following: a. write an original poem b. write a melody for that poem c. select rhythm instruments suitable for interpretively accompanying the poem and melody. d. complete by using open voicing to orchestrating the composition on score paper	Sept. 11,18, 25 9-12 Oct. 2,9 9-12 (Minimal)	Wardian		
32.	Given a group of students during an in-school experience, to incorporate as an integral part of your teaching unit activities involving creativity in music, using at least three (3) of the following components: a. singing b. writing original compositions c. listening activities d. rhythm instruments e. theory development	See #31 (Minimal)	Wardian		
33.	Given a group of students during an in-school experience, to incorporate as an integral part of your teaching unit activities involving creativity in physical education using at least two (2) varied techniques.	Sept. 20,27 9-11 Oct. 4,11,15 9-11 Oct. 16 10-12 (Minimal)	Anderson		
34.	Given a group of students during an in-school experience, to incorporate as an integral part of your teaching unit activities involving creativity in art using at least three (3) varied techniques.	Sept. 20,27 6-9 p.m. Oct. 4,11 6-9 (Minimal)	Hollar		
36.	Given a classroom setting, to communicate reasons and ideas for the use of specific mathematical terminology. Explain these through examples.	Sept. 21,28 2-4 Oct. 5,12 2-4 (Minimal)	Firkins		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
37.	To recognize the structure of mathematics through a study of functions and sets.	Sept. 21,28 2-4 Oct. 5,12 2-4 (Minimal)	Firkins		
38.	To use basic methods of measurements (English and Metric), and to describe teaching techniques to insure their use.	See #36 (Minimal)	Firkins		
39.	To diagnose the students' learning patterns in arithmetic and prescribe remedial programs.	See #36 (Minimal)	Firkins		
43.	For a minimum of three learning periods, to conduct an individualized learning program in the directed teaching classroom. This should be based on the materials developed in Phase III- Comp. 1.		TEA		
44.	Given a "reporting to parent" instrument, to evaluate it in terms of your teaching philosophy or design your own and justify it. If unable to make this selection based on the ones provided, to design your own and justify it.		TEA		
45.	To identify personal and professional needs for further growth and develop targets for fifth-year study.		TEA		
46.	To plan cooperatively with your teacher education advisor and supervisor of student teaching a set of professional targets for the fifth-year of preparation.		TEA		
47.	To design an instrument for self-evaluation during the directed teaching experience and to modify it for the first year of teaching by the end of the directed teaching.		TEA		

MATRIX OF COMPETENCIES AND ASSESSMENT

PHASE III
ELEMENTARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
48.	To discuss the degree of congruence between your expressed and written philosophical positions and the application of each.		TEA		
49.	From all the professional journals, to select at least three (3) different ones for each phase, state reason for selection, and read them on a regular and continuous basis. Evidence of this should be sent to the advisor. Selection should be noted!		TEA		
50.	Given a bibliography of selected books, to read 3-5 of these and report your findings to your teacher education advisor.		TEA		
51.	Through the study of the various schools of philosophical thoughts, to develop and articulate a personal philosophy of education in written form.		TEA		
52.	Through the study of the various psychological learning theories, to develop and articulate a personal position in reference to the psychological principles essential to learning in a written form, and to implement these principles in directed teaching.		TEA		
53.	To demonstrate a level of commitment to the profession by involvement in professional organizations related to your specific field and general professional group. Examples - PTA, Curriculum Day, Teacher's meetings.		TEA		

MATRIX OF COMPETENCIES AND ASSESMENTS

PHASE III
SECONDARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
1.	To develop an individualized learning packet based on the guidelines and criteria established for this type of instruction.	Sept. 17 1-3 Oct. 1,15 1-3 (Minimal)	Ziarko		
2.	During the in-school experience, to plan an instructional unit for the directed teaching experience.	Sept. 18,25 9-11 Oct. 2,9 9-11 Oct. 11,16 11-12 (Minimal)	Ziarko		
4.	Given a set of instructional games, to analyze the objectives for each and select the most appropriate one for the specific instructional setting.	Sept. 21,28 9-11 (Minimal)	Ziarko		
5.	To design and write a lesson plan based on the criteria of behavioral objectives. Available resources - learning activities and evaluation instruments.	Sept. 1-,13,18 1-3 (Minimal)	Ziarko		
6.	By participating in a group discussion task, listen, observe and describe the process in behavioral terms.	Sept. 27 9-11 Oct. 1 9-11 Oct. 2 1-3 Oct. 4,5 9-11 Oct. 8,9,11 1-3 Oct. 12,15 9-11 Oct. 15 1-3 Oct. 19 9-11 (Minimal)	Moll		
7.	By involvement in a group discussion or role playing consensus task, identify the various process functions or participants and analyze the interpersonal relationships among the members.	See #6 (Minimal)	Moll		
8.	Given a list of teaching strategies the student will demonstrate competency by planning and teaching a micro-lesson using a given strategy. (Taba, inquiry, lecture, discussion, simulation, role playing, grouping, experiment, etc.)	See #6	Moll		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
SECONDARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
9.	Write a statement describing the learning environment and class norms you want to establish in the classroom. Then demonstrate teacher behavior which produce the classroom environment. Then identify, describe and analyze the effect of the teacher behavior on students.	Sept. 27 9-11 Oct. 1 9-11 Oct. 2 1-3 Oct. 4,5 9-11 Oct. 8,9,11 1-3 Oct. 12,15 9-11 Oct. 15 1-3 Oct. 19 9-11 (Minimal)	Moll		
10.	Demonstrate self-evaluation techniques by teaching a mini-lesson, gathering, analyzing and evaluating information, identifying teaching behaviors, selecting one and trying it.	See #9 (Minimal)	Moll		
11.	By participating in a supervisory group conference of a mini-lesson, identify and describe supervisor behaviors which assisted and those that interferred with developing a constructive helper-helpee relationship.	See #9 (Minimal)	Moll		
12.	Given a group of students at the beginning of a unit study, to select and administer or develop the diagnostic tools which will assess pre-instructional knowledge and skills, attitudes and/or interest levels.	Sept. 11 9-10 Sept. 13,20 9-11 (Minimal)	Ziarko		
17.	To identify the basic skills of "effective questioning" and teach a 5-minute video-taped micro lesson using these skills. 1) film will be shown to <u>all</u> on Sept. 10, 9-11. 2) students will sign for micro-teaching sessions. 3) advisors will view at least one session.	Sept. 10 9-11 (Minimal)	Gaudette/Ziarko		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
SECONDARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
18.	To operate the following educational media equipment with a minimum amount of ease: a. 16 mm motion picture projector b. 8 mm loop projector c. overhead projector d. opaque projector e. phonograph f. tape recorder g. filmstrip projector h. carousel projector i. slide projector j. spirit duplicator k. thermal copier	Sept. 14 9-11 (Minimal)	Carr - creativity student partic.		
19.	To review all the textbooks available in the Curriculum Resources Center for your subject area/grade level and write a justification of why you would select one and eliminate others.	Sept. 10 11-12 (Minimal)	Carr		
21.	Through in-class observations of students' malbehavior, to develop a personal set of principles to guide your teacher behavior based on philosophical assumptions and psychological principles.	Sept. 17 11-12 (Minimal)	Ames		
27.	To identify the procedures and steps essential to making a referral of a student to a school counselor.	Sept. 18,20 3-4 (Minimal)	Ames		
28.	Develop a weekly time schedule for a chosen grade level and discuss basic classroom management, procedures, and ways to resolve classroom problems.	Oct. 16 9-10 (Minimal)	Ziarko		
35.	To compare and contrast the various curriculum studies and programs within your subject field.	(Minimal)	?		

MATRIX — COMPETENCIES AND ASSESSMENTS

PHASE III
SECONDARY

	PERFORMANCE BASED ASSESSMENTS	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
40.	To compare and contrast the three (3) major programmed instruction techniques: a. linear b. branching c. auto-elucidative	Sept. 24 9-12 Oct. 8 9-12 (Minimal)	Wardian		
41.	Given a selected paragraph to construct a programmed lesson using one of the following programmed techniques: a. linear b. branching c. auto-elucidative	See #40 (Minimal)	Wardian		
42.	From your academic major or other chosen discipline, to program a paragraph using one of the following programming techniques: a. linear b. branching c. auto-elucidative	See #40 (Minimal)	Wardian		
43.	For a minimum of three learning periods, to conduct an individualized learning program in the directed teaching classroom. This should be based on the materials developed in Phase III - Comp. 1.		TEA		
44.	Given a "reporting to parent" instrument, to evaluate it in terms of your teaching philosophy or design your own and justify it. If unable to make this selection based on the ones provided, to design your own and justify it.		TEA		
45.	To identify personal and professional needs for further growth and develop targets for fifth-year study.		TEA		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
SECONDARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
46.	To plan cooperatively with your teacher education advisor and supervisor of student teaching a set of professional targets for the fifth-year of preparation.		TEA		
47.	To design an instrument of self-evaluation during the directed teaching experience and to modify it for the first year of teaching by the end of the directed teaching.		TEA		
48.	To discuss the degree of congruence between your expressed and written philosophical positions and the application of each.		TEA		
49.	From all the professional journals, to select at least three (3) different ones for each phase, state reason for selection, and read them on a regular and continuous basis. Evidence of this should be sent to the advisor. Selection should be noted!		TEA		
50.	Given a bibliography of selected books, to read 3-5 of these and report your findings to your teacher education advisor.		TEA		
51.	Through the study of the various schools of philosophical thoughts, to develop and articulate a personal philosophy of education in a written form.		TEA		
52.	Through the study of the various psychological learning theories, to develop and articulate a personal position in reference to the psychological principles essential to learning in a written form, and to implement these principles in directed teaching.		TEA		

MATRIX OF COMPETENCIES AND ASSESSMENTS

PHASE III
SECONDARY

	PERFORMANCE BASED COMPETENCY	SCHEDULE	INSTRUCTOR	TERMINAL ASSESSMENT	TEACHER ADVISOR ASSESSMENT
53.	To demonstrate a level of commitment to the profession by involvement in professional organizations related to your specific field and general professional group. Examples: PTA, Curriculum Day, Teacher's Meetings.		TEA		

INSTRUCTIONAL ANALYSIS
for
Competency Session #____

DIRECTIONS: Read each of the following categories and mark the continuum following it with an (x) at the place where you feel your perceptions of the effectiveness of the competency would be. Your mark may be placed anywhere between the two extremes.

THE INFORMATION WILL BE USED TO ASSESS THE REVISED TEACHER PROGRAM, NOT FOR EVALUATION OF FACULTY.

1. Clarity of stated competency

Clear — Unclear

2. Level of group interest

Active/Self-Direction — Responsive/Participation — Inattentive

3. Degree of Individualization

All Individualized — Half/Half — All Group

4. Appropriateness of materials

Appropriate — Inappropriate

5. Availability of materials

Highly adequate — Highly Inadequate

6. My personal involvement in this competency

Vital/Excited — Interested — Listless

General Comments:

GONZAGA UNIVERSITY

SCHOOL OF EDUCATION

Teacher Effectiveness Evaluation

Name of Teacher_____

Competency Area_____

DIRECTIONS TO STUDENTS: In order to secure information which may lead to the improvement of instruction in the School of Education, you are asked to rate your instructor on EACH of the items listed. On each line make an (X) at the place which seems to you the most appropriate for the instructor you are rating. The highest possible rating for an item is 10, the lowest is 1. To aid you in making your marking, note the three descriptions for each item, one at the left for the best rating, one at the right for the poorest rating, and one in the middle for the average rating.

DO NOT SIGN YOUR NAME

1. OBJECTIVES CLEAR			
	Objectives clearly understood 10	Objectives somewhat vague or indefinite	Objectives very vague or given no attention. 1
2. ORGANIZATION of COMPETENCY SESSIONS			
	Competency exceptionally well organized; subject matter in agreement with objectives 10	Competency satisfactorily organized; subject matter fairly well suited to objectives	Organization very poor; subject matter frequently unrelated to objectives 1
3. KNOWLEDGE OF SUBJECT			
	Knowledge of subject broad, accurate, up-to-date. 10	Knowledge of subject somewhat limited and at times not up-to-date.	Knowledge of subject seriously deficient and frequently inaccurate and out-of-date. 1

4. RANGE OF INTERESTS AND CULTURE		
Instructor has very broad interests and culture; Frequently relates course to other fields and to present-day problems. 10	Instructor has fair breadth of interests and culture; occasionally relates subject to other fields and to present-day problems	Instructor is narrow in his interest and culture; seldom relates subject to other fields or to present-day problems. 1
5. VARIETY IN CLASSROOM TECHNIQUES		
Effective and varied use of classroom methods and techniques; lecture, discussion, demonstration, visual aids. 10	Occasionally changes method from straight lecture or discussion.	Uses one method almost exclusively; all class hours seem alike. 1
6. ASSIGNMENTS		
Clear, reasonable, coordinated with class work. 10	Occasionally indefinite and unrelated to class work.	Confused, often mad late, with no relation to class work. 1
7. ABILITY TO AROUSE INTEREST		
Interest among students usually runs high. 10	Students seem only mildly interested	Majority of students inattentive most of the time. 1
8. SKILL IN GUIDING THE LEARNING PROCESS		
Gives students much opportunity to think and learn independently, critically, and creatively. 10	Gives students some opportunity to develop their academic resources on their own initiative.	Little or no attention given to student ideas; ignores or discourages original and independent effort. 1

9. MANNERISMS		
Free from annoying mannerisms.	Mannerisms not seriously objectionable.	Frequently exhibits annoying mannerisms.
10		1
10. EVALUATION (GRADING)		
Evaluation highly consistent with stated objectives	Evaluation somewhat consistent with stated objectives	Basis of evaluation unclear.
10.		1
11. WILLINGNESS TO GIVE STUDENT INDIVIDUAL ATTENTION		
Instructor exceptionally helpful; usually willing to help students even if busy.	Instructor usually willing to provide individual help.	Instructor difficult to approach; seems unwilling to give students individual help.
10		1
12. PERSONAL ATTENTION TO STUDENT ASSIGNMENTS		
Gives close personal attention to and recognition of student's work; e.g., examination, term-paper, notebook, demonstrations.	Examines but does not comment on student work.	Does not examine student's work thoroughly.
10		1
13. RECOGNITION OF OWN LIMITATIONS		
Honest in admitting when he does not know.	Usually willing to admit when he does not know.	Dogmatic and argumentative even when clearly wrong.
10		1
14. SPEECH AND ENUNCIATION		
Speaks clearly distinctly and is easily heard.	Words sometimes indistinct and hard to hear	Words very indistinct; often impossible to hear.
10		1

15. GENERAL EFFECTIVENESS OF TEACHER

Superior Teacher.	Average Teacher	Poor Teacher
10		1

16. GENERAL ESTIMATE OF THE COMPETENCY(IES)

One of the most interesting informative, useful, personally helpful competencies.	Average in interest, usefulness, etc.	One of the least interesting, informative, useful, personally helpful competencies.
10		1

17. OPENNESS TO DIFFERING POINTS OF VIEW

Welcomes differing points of view	Is moderately tolerant of differing points of view.	Is displeased with differing points of view.
10		1

18. PLEASE RESPOND TO THE FOLLOWING:

The Competency(ies)

A. Strengths

B. Weaknesses

C. Other Comments

The Teacher's

A. Strengths

B. Weaknesses

C. Other Comments

STUDENT TEACHER EVALUATION FORM

Name of Student Teacher_____Date_____
Grade Level_____Name of Cooperating Teacher or advisor
School_____
Address_____Teaching Period: from_____to_____

INSTRUCTIONS: Below are listed numerous types of behaviors, qualities, or attitudes that are generally believed to be desirable in the teaching act. For each one of these, please rate your student teacher on the scale provided below the statement. The scale ranges from "all of the time" to "none of the time." Feel free to mark "X" anywhere along the scale. Additional space is provided below each statement for comments.

I. PERSONAL CHARACTERISTICS

Voice is appealing and pleasing to the ear.

All of the time None of the time
Comments:

Articulates clearly.

All of the time None of the time
Comments:

Personality is pleasant. Is enthusiastic and dynamic.

All of the time None of the time
Comments:

Has a sense of humor. Can laugh freely and easily.

All of the time None of the time
Comments:

Exhibits a sense of emotional maturity befitting one in a teaching position.

All of the time None of the time
Comments:

Cooperates well with fellow teachers.

All of the time None of the time
Comments:

Has a neat physical appearance.

All of the time None of the time
Comments:

II. PROFESSIONAL ATTITUDES

Exhibits devotion toward the teaching act and is sincere in efforts to become a teacher.

All of the time — None of the time

Comments:

Is able to accept criticism easily and is willing to carry out suggestions made by cooperating teachers.

All of the time — None of the time

Comments:

Respects students as individuals, and treats their ideas and suggestions as having validity in the classroom setting.

All of the time — None of the time

Comments:

Exhibits good rapport with the class. Is respected by the students.

All of the time — None of the time

Comments:

III. TEACHING TECHNIQUES

Shows proficiency in major field of study.

All of the time — None of the time

Comments:

Shows adequate preparation in minor field of study.

All of the time — None of the time

Comments:

Employs a varied set of teaching approaches (Inquiry, question, answer, etc.)

All of the time — None of the time

Comments:

Is original and creative in teaching approach.

All of the time — None of the time

Comments:

Able to express ideas clearly.

All of the time — None of the time

Comments:

Uses question and answer techniques effectively.

All of the time — None of the time

Comments:

Involves the student in classroom activities and discussions.

All of the time — None of the time

Comments:

Uses audio-visual aids and outside resources when available.

All of the time — None of the time

Comments:

IV. ORGANIZATION

Lesson plans are concise and adequately planned.

All of the time — None of the time

Comments:

Assignments are relevant to the lessons to which they are connected.

All of the time — None of the time

Comments:

Tests are given on a regular basis and are correlated with unit studies.

All of the time — None of the time

Comments:

Tests given employ various types of measurement techniques.

All of the time — None of the time

Comments:

Is prompt in returning test papers and assignments.

All of the time — None of the time

Comments:

Is prompt; class begins on time.

All of the time — None of the time

Comments:

V. DISCIPLINE

The teacher can handle discipline problems with efficiency.

All of the time — None of the time

Comments:

Disciplinary measures that must be taken are fair and non-threatening to the students self esteem.

All of the time — None of the time

Comments:

Classroom is orderly and peaceful.

All of the time — None of the time

Comments:

VI. In which skills do you feel this student teacher is most proficient and in which do you feel that she/he may improve upon?

Does this student teacher show potential for becoming an effective teacher? Why or why not?

Signature of cooperating teacher or advisor_____

GONZAGA UNIVERSITY
SCHOOL OF EDUCATION
SPOKANE, WASHINGTON 99202

EVALUATION OF STUDENT TEACHING EXPERIENCE

Please check the position on the scale ranging from poor to excellent which best describes the student teacher's performance. Space is provided for comments under each category.

1. Flexibility and resourcefulness: Deals promptly and effectively with problems; adjusts to unexpected situations.

   Excellent Good Average Poor

2. Creativity: Has original and stimulating ideas and is willing to try them out.

   Excellent Good Average Poor

3. Classroom control: Can obtain order, attention and cooperation; is aware of total group at all times.

   Excellent Good Average Poor

4. Rapport with pupils: Exerts leadership balanced by consideration for pupils as individuals; approachable and well liked.

   Excellent Good Average Poor

5. Instructional pace: Makes effective use of available time; maintains interest by keeping things moving.

   Excellent Good Average Poor

6. Appropriateness of procedures: Plans learning activities that will assist in maximum growth of each pupil; involves all pupils in learning activities.

   Excellent Good Average Poor

7. Preparation for lessons: Develops lesson plans that are complete and functional; makes prior arrangements for needed materials and equipment.

   Excellent Good Average Poor

8. Selection of instructional materials: Uses a variety of media.

Excellent Good Average Poor

9. Supervision of work or study: Moves among students, clarifying assignments and checking on student's understanding of assignments.

Excellent Good Average Poor

10. Cooperative planning with pupils: Provides opportunities for choices and decision making.

Excellent Good Average Poor

11. Provision for individual differences: Differentiates activities to help slow learners and challenge bright students; adapts teaching to individual needs.

Excellent Good Average Poor

12. Explanations and directions: Gives directions and explanations that are clear and concise; asks questions to determine understanding

Excellent Good Average Poor

13. Questioning skill: Maintains involvement of all students; asks questions requiring various levels of thought.

Excellent Good Average Poor

14. Pupil Evaluation: Uses an evaluation system that is objective and simple; incorporates pupil self-evaluation along with oral and written evaluation.

Excellent Good Average Poor

15. Routine Procedures: Carries out daily activities and duties efficiently; keeps records current.

Excellent Good Average Poor

16. Classroom environment: Keeps classroom comfortable; arranges classroom in orderly and stimulating manner.

Excellent Good Average Poor

17. Personal appearance: Dresses appropriately; is well groomed.

Excellent Good Average Poor

18. Enthusiasm and optimism: Conveys enthusiasm by voice and gestures; is encouraged by small successes.

Excellent Good Average Poor

19. Knowledge of subject content: If content is not already known, will spend time to learn more than content of student's text.

Excellent Good Average Poor

20. Chalkboard writing and spelling: Large, dark, legible formations which are free from spelling errors.

Excellent Good Average Poor

21. Voice: Speaks in a clear, firm, and pleasing voice; uses appropriate grammar and vocabulary.

Excellent Good Average Poor

22. Health and vitality: Is typically healthy and energetic.

Excellent Good Average Poor

23. Emotional maturity: Exhibits consistent moods; possesses self control and poise.

Excellent Good Average Poor

24. Reliability and sense of responsibility: Punctual, dependable, honest.

Excellent Good Average Poor

25. Awareness of professional ethics: Practices professional ethics.

Excellent Good Average Poor

26. Self Evaluation: Analyzes own performance realistically.

Excellent Good Average Poor

27. Attitude toward criticism: Seeks feedback concerning her performance; implements suggestions made by supervisors.

_____
Excellent Good Average Poor

28. Initiative: Goes ahead on own; thinks and actis without being urged to do so.

_____
Excellent Good Average Poor

NAME_____ DATE _____

SEMESTER_____19_____ SCHOOL SYSTEM_____

COOPERATING TEACHER_____ ADVISOR_____

Description of Assignment:

Additional Comments:

_____
Name Signature Official Position

TIME ALLOCATIONS IN PPBTE

256	Total competency hours per faculty member
x 5-1/2	Faculty members
1408	Total competency hours for the PPBTE Program Spring, 1973

100	Students in Phase I & II
x 3	competency hour allocation/student
300	TOTAL

30	Students in Phase III
x15	Competency hour allocation/student
450	TOTAL
32	Competency hours - placement of students in TA - Phase I & II
32	Competency hours - placement of students in Phase III - Directed Teaching
128	Competency hours - Coordination of PPBTE Program
466	Competency hours - Instructional Activities
1408	TOTAL Competency hours for Spring Semester, 1973

FACULTY LOADS - FALL SEMESTER 1973

Undergraduate School of Education

	Gaudette	Hollar	Carr	Moll	Nelson	Wardlan	Ziarko
Instruction	43	45	44	49		40	63
Advisement - I	15 (5)	27 (9)	24 (8)	27 (9)	9 (3)	27 (9)	24 (8)
Advisement - II	12 (4)	18 (6)	12 (4)	18 (6)	9 (3)	15 (5)	12 (4)
Advisement - III	60 (4)	135 (9)	135 (9)	150 (10)	60 (4)	30 (2)	105 (7)
Seminars	12	12	12	12	12	12	12
Meetings		15	15	15		15	15
Administration						100	
T.A. Placement, I, II					30		
S. T. Placement						30	
NEA/AFT					10		
Fifth Year						30	
Dir. Assistance					25		
TOTALS	142	252	245	263	155	299	231

Figures in parenthesis indicate number of students.
All other figures indicate hour involvement.

ADVISEMENT

I/ 1 = 3 hrs.
II/ 1 = 3 hrs.
III/ 1 = 15 hrs.

Full time = 256
Half time = 128

In addition to the above major assignments several other persons participated in the instructional portion of the program with a smaller time involvement.

BUDGET - TEACHER EDUCATION - 1973 - 1974

Equipment Maintenance	150
Dues, Subscriptions	200
Directed Teaching	3,600
Supplies	2,500
Travel	300
Faculty Salaries	76,500
Administrative	12,000
Secretarial	7,000
Student Help	250
Consultant Fees	400
TOTAL	$102,900

PROJECTED BUDGET MODIFICATIONS - 1974 - 1975

1. Each of the following objectives for the PPBTE should be funded as requested for 1974-75.

   a. to research and evaluate the effectiveness of the PPBTE through the use of professional consultants

      1) $2000 for consultant fees
      2) $1000 for travel

   b. to provide for instructional time for the competencies not handled by present faculty

      1) at least (5) competencies per phase per semester, at $50 each. These competency sessions will change according to the demands of each semester.

   c. To facilitate a micro-teaching laboratory through the use of micro-teaching films and video-tapes

      1) Microteaching films - %1500
      2) 40 - 1/2" tapes @ $40 = $1600

   d. to encourage the further development of curricular resources for competency sessions.

      1) Phase I* $500
      2) Phase II* $500
      3) Phase III* $500

      *Specific competencies in need of instructional and curricular materials will be listed at a later time.

To summarize the budgetary objectives with specific funds required, I refer you to the following:

2 (a) -	1 consultant fees	$2000
(a) -	2 travel	$1000
2 (b) -	1 - instructional help for competency sessions	$1500
2 (c) -	1 - Micro-teaching films	$1500
(c) -	2 - Video-tapes	$1600
2 (d) -	1 - Curricular resources	$1500
	TOTAL	$9100

As we look to the future, we anticipate, and will prepare for, a greater humanistic thrust identified in all competencies and evidenced to differing degrees in all levels of performance. The Teacher Education Task Force composed of Gonzaga University faculty, students, and area educators will work together throughout the year to identify strengths and weaknesses within the total program with the express purpose of improvement.